

CTE Standards Unpacking Multimedia Design

Course: Multimedia Design

Course Description: Multimedia Design gives students experience and knowledge in all forms of mixed media and content. Multimedia presentations combine text, graphics, animation, images and sound from a wide range of media, such as films, newspapers, magazines, online information, television, videos, streaming and electronic media-generated images. Students will learn how to select the appropriate medium for each element of the presentation and gauge the needs of clients and the intended audience. In addition to their general academic and technical knowledge and skills, students gain an understanding of career opportunities available in technology and what employers require to gain and maintain employment in these careers. The course may concentrate on a particular medium within the selected pathway(s).

Career Cluster: Arts, A/V Technology, Communications

Prerequisites: None

Program of Study Application: Multimedia Design is a level III pathway course in the Arts, A/V Technology and Communications career cluster in any of the four pathways: Printing Technology, Journalism & Broadcasting; Telecommunications/AV Technology and Film; Visual Arts; and Performing Arts

INDICATOR #MD 1: Explain career opportunities in multimedia		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Summarize multimedia career opportunities		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Explain professional behaviors, skills and abilities needed for multimedia careers		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Recognize levels of quality in multimedia based on industry standards		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Career opportunities in multimedia. -Employability skills. -Copyright and fair use laws. -Industry standards over time. -Multimedia tools available for creation purposes. -Criteria needed to create 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -What a career in multimedia entails. -Professional behaviors, skills and abilities affect careers. -Relationships between technology evolution, industry standards and client expectations. -Consequences of ignoring copyright and/or fair use laws. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Define various types of media that make up a multimedia project -Research careers in multimedia -Recognize components of multimedia -Describe necessary skills for multimedia creation -Differentiate between

<p>quality multimedia projects</p> <p>-Role of communication</p>	<p>-How roles of communication influence media outcome.</p> <p>-Understand copyright laws concerning multimedia</p>	<p>educational and commercial guidelines for copyright</p> <p>-Compare multimedia tools used by professionals</p> <p>-Research skills needed in multimedia professions</p> <p>-Recommend how quality of a product can be improved.</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Illustrate and defend client factors that affect quality of multimedia products. • Compare and contrast various multimedia project examples, using industry standards as criteria. • Conduct multimedia industry-related interview(s) for publication and/or broadcast. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>SL.1. Initiate and participate effectively in a range of collaborative discussions</p> <p>W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Conduct industry-related interviews</p> <p>-Compare and contrast multimedia projects, using industry standards</p>	

INDICATOR #MD 2: Explore fundamentals within multimedia collaboration

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Interpret use of multimedia in everyday life		
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Interpret design layout to reflect client expectations		
SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Demonstrate appropriate use of multimedia tools		
SUB-INDICATOR 2.4 (Webb Level: 2 Skill/Concept): Apply proper maintenance procedures for equipment		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Multimedia products ranging from simple to complex. -Variety of free and paid tools available for multimedia creation. -Applications to integrate multimedia into a singular file. -Properly maintaining equipment. -Procedures for properly maintaining equipment. -Audio, visual and interactive components of multimedia 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -How to efficiently and effectively conduct client interviews. -Manipulation of audio, visual and textual graphics. -How to conduct basic troubleshooting with multimedia equipment. -Influences of multimedia. -Design concepts. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Gather examples of multimedia embedded in websites. -Explore the many uses of multimedia in advertising. -Use graphics, design and multimedia terminology to present proposal to client. -Compare multimedia to meet specific needs. -Practice recording sound and voice. -Locate recorded audio file in computer storage. -Manipulate an image or sound. -Use graphics, transitions and titles. -Handle and store tools, equipment and materials properly. -Follow safety manuals, instructions and requirements.
Benchmarks:		

Students will be assessed on their ability to:

- Analyze and critique various examples of multimedia projects; develop a rubric identifying exemplary components of multimedia.
- Explain how multimedia can enhance visual and performing arts.
- Locate, perform and demonstrate manufacturers' maintenance procedures on selected tools, equipment and machines.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Sample Performance Task Aligned to the Academic Standard(s):

-Analyze various examples of multimedia projects

-Critique various examples of multimedia projects

INDICATOR #MD 3: Organize multimedia projects

SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Outline customer requirements

SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Construct a multimedia plan

SUB-INDICATOR 3.3 (Webb Level: 2 Skill/Concept): Categorize project tasks into tools, techniques and personnel

Knowledge (Factual):

-Industry standards guidelines for multimedia projects.

-Collaboration process for project development.
-Operation of software and hardware to create project.

Understand (Conceptual):

-How to help clients understand possibilities and limitations.

-Preparation of a storyboard or script.

-Why it is important to assess personnel strengths

Do (Application):

-Analyze customer needs.

-Research ways businesses use multimedia in marketing.

-Brainstorm new ideas for a multimedia

	<p>and skills before assigning tasks.</p> <ul style="list-style-type: none"> -How to categorize project tasks. -Design process. 	<p>advertisement.</p> <ul style="list-style-type: none"> -Identify a product for a target audience, target audience needs and how to meet those needs. -Observe and critique an existing multimedia presentation. -Prepare a storyboard to meet expectations. -Create a basic script and storyboard with an effective message. -Develop three or more ideas for multimedia projects. -Evaluate/revise scripts and storyboards. -Proofread content in a multimedia project. -Analyze edited projects for quality. -Develop timeline for completion. -Apply a budget for pre- and post-production. -Create a yearbook ladder or newspaper dummy sheet. -Develop cast, props, locations and sets.
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p>		

- Present script/storyboard to the class for feedback.
- Determine and defend the most effective strategies to minimize costs.
- Collaborate with design layout team to produce a multimedia web advertisement for client's approval.

Academic Connections

<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>SL.1. Initiate and participate effectively in a range of collaborative discussions</p> <p>W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Feedback of script/storyboard presentation</p> <p>-Defend the most effective strategies to minimize web</p>
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INDICATOR #MD 4: Create a multimedia project based on current industry standards

SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Construct multimedia projects based on developed plans

SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Analyze multimedia presentation

<p>Knowledge (Factual):</p> <p>-Multimedia industry standards.</p> <p>-Software and/or hardware tools utilized for project expectations.</p>	<p>Understand (Conceptual):</p> <p>-Process to create multimedia to meet standards.</p> <p>-How to select the right tools for expected outcome(s).</p> <p>-How to analyze multimedia products.</p>	<p>Do (Application):</p> <p>-Produce a multimedia web advertisement for a client.</p> <p>-Evaluate and critique multimedia presentations.</p> <p>-Assess industry-standard multimedia project types.</p> <p>-Screen multimedia with customer for review and feedback.</p>
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		-Create a website listing industry standards for multimedia.
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Produce and teach an informational tutorial. • Create and publish an interactive newsletter. • Present final multimedia in class for peer review. • Publish a multimedia project that meets industry-standards. 		
<i>Academic Connections</i>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>SL.1. Initiate and participate effectively in a range of collaborative discussions</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Teach an informational tutorial</p> <p>-Peer Review of multimedia presentation</p>	

Additional Resources

- Portfolio, SDMyLife.com, US Dept. of Labor, American Institute of Graphic Arts, International Council on Communication Design
- YouTube
- Multimedia Standards – Columbia University
- Adweek.com
- Ideas: Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits
- Maslow’s Law
- Storyboard That
- Utah Education Network
- Portfolio
- Student Exhibits